DOCUMENT RESUME

ED 165 810 IR 007 077

AUTHOR Daugherty, Deborah; Mertens, Donna H.
TITLE A Summative Evaluation of Teaching the Young Handicapped Child: Spring 1978.
INSTITUTION Appalachian Education Satellite Project, Lexington, Ky.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Nov 78
NOTE 77p.; For related document, see IR 007 078 ; Parts marginally legible

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Communication Satellites; *Educational Technology; *Exceptional Child Education; Handicapped Children; *Inservice Teacher Education; *Mainstreaming; Preschool Education; Primary Education; Seminars; Summative Evaluation; Telecommunication; *Workshops

ABSTRACT

This report documents the second delivery of "Teaching the Young Handicapped Child: An Overview," an inservice course on mainstreaming for teachers of children from three to eight years of age, which was developed by the Appalachian Education Satellite Program (AESP) and Project PUSH (Parents Understanding Student Handicaps) in response to the passage of the Education for All Handicapped Children Act (PL 94-142). Designed primarily to reach teachers in the rural areas of Appalachia, the course consisted of five basic components: videotaped programs, live interactive seminars, in-class activities, practicum, and printed ancillary materials. Some of the activities and materials were modified on the basis of evaluation data from the first delivery of the course in the fall of 1977. The 270 participants in this revised course were located in 34 sites throughout the Appalachian region. (RAO)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED165810

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A SUMMATIVE EVALUATION OF TEACHING THE YOUNG HANDICAPPED CHILD

SPRING 1978

Prepared by

Deborah Daugherty

and

Donna M. Mertens

November 1978

IR00 7077

The Technical Report Series of the Appalachian Education Satellite Program is edited and published by the RCC Evaluation Component at the University of Kentucky, Lexington, Kentucky.

The purpose of this series is to document and disseminate information about the design, implementation and results of the AESP experiment.

ACKNOWLEDGEMENTS

AESP-ARC Personnel

Harold Morse, Director of AESP
Dennis Goldstein, Associate Director of AESP
Robert Shuman, Deputy Director of AESP
James Freeman, Chief Engineer
Jerry Goerz, Engineer
Dave Buckingham, Regional Site Coordinator
Mike Boyle, Regional Site Coordinator

AESP-RCC Personnel

Nofflet Williams, Director of RCC
Cathy Hensley, Coordinator of Field Services
Donna Mertens, Coordinator of Evaluation
Jody Fitzpatrick, Research Associate
Lea Perritt, Evaluator
Danlo Kao, Data Analyst
Deborah Daugherty, Research Associate
Deborah Danner, Research Associate
Tod Porter, Media Development Specialist
Katheryn Ranta, Curriculum Development Specialist
Diane Van Hoven, Information Specialist
Melanie Barber, Clerical Assistant
Jen Jen Hsieh, Clerical Assistant
Rosemary Waters, Senior Administrative Assistant
Debby Kahoe, Clerical Assistant
Shirley Gingerich, Clerical Assistant
Karen Berry, Field Services Secretary
Marianne Truong, Evaluation Secretary
Roger Koonce, Associate Director for Instructional Design and Production
Rick Falknor, Assistant Media Services Coordinator
Britt Davis, Producer-Director
Paul LeVeque, Producer-Director
Jerry McDonald, Producer-Director

PUSH Personnel

April Beavers, Director of Project PUSH
Art Harrig, Evaluator
Larry Myers, Materials Developer
Frank Grivalsky, Materials Developer
Cheryl Walker Pritchard, Materials Developer
Tamar Williams, Materials Developer
Virginia Haller, Materials Developer
Al Pritchard, Producer-Director

AESP Cluster Directors

Jerry Ayers, Tennessee
Alice Beckman, New York and Pennsylvania
Frank Skinnell, Tennessee
John Aller, Alabama
Morley Jones, Virginia and North Carolina
Frank Peto, Maryland, West Virginia and Pennsylvania
Don Smith, Alabama and Georgia
Rick Williamson, West Virginia and Pennsylvania
Kathryn Zachary, North Carolina and Georgia
Wylie Wood, Mississippi
Tom Stack, Ohio
Bill Rosenberg, Kentucky
Joan Mason, South Carolina

TECHNICAL REPORT SERIES

1. AESP Data Base Information: Rationale, Data Collection Procedure, Interpretation of Results. Prepared by William J. Bramble, Claudine Ausness, Larry Harding and Robert Wetter. Winter 1973.

2. An Experiment in Educational Technology: An Overview of the Appalachian Education Satellite Project. Prepared by Claudine Ausness and Betty Bowling. March, 1974.

3. Formative Evaluation Study for AESP Diagnostic and Prescriptive Reading Courses. Prepared by William J. Bramble, Claudine Ausness and Robert Wetter. October, 1974.

4. The Evaluation Design: Summer Courses, 1974. Prepared by William J. Bramble, Claudine Ausness, Robert Wetter and Larry Harding. December, 1974.

5. Performance of AESP Transmission/Reception Equipment (Summer and Fall, 1974). Prepared by William J. Bramble, Claudine Ausness and James R. Freeman. July, 1975.

6. Student Ratings of Instructional Activities: Diagnostic and Prescriptive Reading Instruction, Summer, 1974. Prepared by Rodger Marion, William J. Bramble, Robert Wetter and Cathy Whitton, July, 1975.

7. Student Ratings of Instructional Activites: Career Education in the Elementary Grades, Summer, 1974. Prepared by Larry Harding, William J. Bramble and Rodger Marion. August, 1975.

8. Student Achievement: Diagnostic and Prescriptive Reading Instruction Course, Summer, 1974. Prepared by Rodger Marion, William J. Bramble and Claudine Ausness. August, 1975.

9. Student Achievement: Career Education in the Elementary Grades, Summer, 1974. Prepared by Rodger Marion, William J. Bramble and Claudine Ausness. August, 1975.

10. Cost Estimation Model for Alternative Course Formats and Delivery Modes. Prepared by William J. Bramble, Claudine Ausness, and Donna Mertens. September, 1975.

11. Summative Evaluation of Career Education in the Secondary School Course, Fall, 1974. Prepared by Diane Maynard, Rodger Marion and William J. Bramble. September, 1975.

12. Summative Evaluation of Diagnostic and Prescriptive Reading Instruction [illegible]-6 Course, Spring, 1975. Prepared by William J. Bramble, Diane Maynard and Rodger Marion. September, 1975.

TECHNICAL REPORT SERIES

13. Review of the Literature: Appalachian Needs in Five Programming Areas. Prepared by Donna M. Mertens and William J. Bramble, June, 1976.

14. Results of Appalachian Needs Assessment Conferences. Prepared by Donna M. Mertens and William J. Bramble. June, 1976.

15. DPRI and CES Follow-Up Studies. Prepared by Jody L. Fitzpatrick and Donna M. Mertens. July 1977.

16. Development, Delivery and Evaluation of AESP's Visual Learning Course. Prepared by Donna M. Mertens. August, 1977.

17. Summative Evaluation of Diagnostic and Prescriptive Reading Instruction K-6 Course, Spring, 1977, and Career Education in the Elementary School Course, Summer, 1977. Prepared by Lea J. Perritt and Donna M. Mertens. November, 1977.

18. Summative Evaluation of Workshops, Summer, 1977. Prepared by Lea J. Perritt and Donna M. Mertens. December 1977.

19. A Formative Evaluation of Teaching the Young Handicapped Child. Prepared by Jody L. Fitzpatrick. June, 1978.

20. Summative Evaluation of Workshops, Fall, 1977. Edited by Donna M. Mertens and Lea J. Perritt. June, 1978.

21. Summative Evaluation of Designing Success Strategies, Fall, 1977, and Diagnostic and Prescriptive Reading Instruction K-6 Course, Fall, 1977. Prepared by Lea J. Perritt, Deborah Daugherty and Donna M. Mertens. July, 1978.

22. Summative Evaluation of Simple Gifts, Spring, 1978, and Designing Success Strategies, Spring, 1978. Prepared by Lea J. Perritt, Deborah Danner and Donna M. Mertens. November, 1978.

23. Summative Evaluation of Workshops, Spring, 1978. Edited by Lea J. Perritt and Donna M. Mertens. November, 1978.

24. Summative Evaluation of Teaching the Young Handicapped Child, Spring, 1978. Prepared by Deborah Daugherty and Donna M. Mertens. November, 1978.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
CHAPTER I	
Introduction	1
Structure and History	2
Course Overview	2
Course Format	2
Course Content and Objectives	4
CHAPTER II	
Method	7
Participants	7
Evaluation Design	7
Procedures and Instrumentation	11
Achievement Tests	11
Attitude Questionnaire	12
Background Questionnaire	12
Session Evaluations	12
Summary Evaluation Instrument	13
Equipment Report and Student Satisfaction Form	13
Summative Report Form	14
CHAPTER III	
Did the Course Participants Demonstrate Gains in Performance on Tests Keyed to the Course Objectives?	15
Did the Attitudes of the Participants Toward Handicapped Children and Mainstreaming in Particular Become More Positive Upon Completion of the Course?	15
How Did Participants React to the Content and Format of Each Session?	17
Videotaped Programs	17
Seminars	21
Ancillary Activities	22
How Did Participants Evaluate the Components of the Course and the Course as a Whole?	23
How Did the Course Compare to Analogous Activities in a Traditional Course?	28
Did the Technical Aspects of the System Function Adequately in Delivering the Course?	28
Did the Implementation of the Course Proceed as Planned?	32
CHAPTER IV	
Summary	34
APPENDICES	37

LIST OF TABLES

Table		Page
1	DISTRIBUTION OF PARTICIPANTS BY SITE	8
2	BACKGROUND CHARACTERISTICS OF PARTICIPANTS	9
3	MANOVA FOR PRE- AND POST-ACHIEVEMENT AND ATTITUDE MEASURES	16
4	UNIVARIATE ANALYSIS FOR ACHIEVEMENT AND ATTITUDE PRE- AND POST-MEASURES	16
5	PARTICIPANTS' SCORES ON ATTITUDE AND ACHIEVEMENT INSTRUMENTS	18
6	SITE MONITORS' MEAN RATINGS OF PARTICIPANT SATISFACTION WITH LEARNING ACTIVITIES	19
7	PARTICIPANT RATINGS OF OVERALL QUALITY OF SESSIONS	20
8	RATINGS OF COURSE COMPONENTS	24
9	OVERALL COURSE RATINGS BY PARTICIPANTS	26
10	PARTICIPANT COMPARISONS OF COURSE WITH TRADITIONAL COURSE	29
11	SITE MONITORS' RATINGS OF EQUIPMENT FUNCTIONING BY SESSION	30
12	QUALITY OF RECEPTION SUMMED ACROSS SITES AND SESSIONS	31

CHAPTER I

Introduction

With the passage of the Education for all Handicapped Children Act of 1975 (P.L. 94-142), an in-service teacher training program was needed to meet the goals of mainstreaming handicapped children. Meeting these training needs for Appalachian teachers is difficult with the rural nature and the economic conditions of many of these school systems. Due to these restrictions, as well as Congress' timeline for implementation, the Appalachian Education Satellite Program (AESP) joined Project PUSH (Parents Understanding Student Handicaps) of Keyser, West Virginia, in developing a course in "Teaching the Young Handicapped Child: An Overview." The first delivery of "Teaching the Young Handicapped Child: An Overview" was broadcast during the Fall semester of 1977 (see AESP Technical Report #19).

The purpose of this report is to document the second delivery of the "Teaching the Young Handicapped Child: An Overview". This course was delivered to 270 participants located throughout 34 sites in Appalachia during the Spring of 1978. This introductory section consists of a brief description of the AESP and Project PUSH. This section also includes an overview of the course as well as a description of the course format, content, and objectives. The following sections consist of the methodology, results of the evaluation and the summary of the course delivery.

Structure and History

The AESP is funded primarily by the National Institute of Education (NIE) under the auspices of the Appalachian Regional Commission (ARC). The function of AESP is to design and develop educational courses and workshops for the citizens of Appalachia. The AESP network is capable of delivering programs to 45 Appalachian sites via NASA's ATS-6 satellite. Local representatives at each site serve as site monitors for course deliveries. Although the site monitors are not content experts, they are trained to function as learning facilitators in the classroom.

Project PUSH is funded by the Handicapped Childrens' Early Education (HCEE) and the Personnel Prepration Division of the Bureau of Education for the Handicapped (BEH) and has been involved in outreach programs providing technical assistance to regional programs and training teachers and administrative personnel in techniques for working with young handicapped children. The delivery of the course "Teaching the Young Handicapped Child: An Overview" was funded by the Media Services and Captioned Film Division of BEH.

Course Overview

The course is intended to be practically oriented by demonstrating teaching techniques adaptable to the classroom. This survey course was also designed to instruct teachers of children 3-8 years of age on methods and techniques for working with handicapped children in the regular classroom. AESP delivered the course "Teaching the Young Handicapped Child: An Overview (TYHC) through the use of videotapes, live interactive seminars and related activities.

Course Format

This course consisted of five basic components: videotaped programs, live interactive seminars, in-class activities, practicum, and printed

ancillary materials. The videotaped portions consisted of two types of programming: film-video mix units and prepared media units. The film-video mix units were especially produced for this course by AESP/PUSH in cooperation with WWVU-TV of West Virginia University, and consisted of original on-site filming of classroom demonstrations throughout the Appalachian area. The prepared-media units consisted of commercially available media materials followed by a discussion of the important issues by content experts. The interactive seminars consisted of panel discussions and film clips as well as a question and answer period for the students.

During the interactive seminars, the course instructor chaired the panel discussions and used the discussions as an introduction to the film clips. Panel members had been selected for their expertise upon the issues covered in previous units and included practicing teachers, administrators, and other content experts.

The seminar format was revised to include a short break during the seminar to stimulate questions and discussion on-site. Students were strongly encouraged to send in questions every week for the upcoming seminar rather than waiting until the evening of the seminar when controversial issues of two weeks before might have been forgotten. Short film clips and live phone lines to selected sites were used to stimulate questions and students' sense of participation in the seminars.

Based on evaluation data from the Fall 1977 delivery, in-class activities, the practicum assignment and the printed ancillary materials were revised. The in-class activities were modified to focus more upon small group discussions with questions for discussions geared to the videotapes and readings. The group discussions were designed to help participants review and synthesize content presented in the videotapes and readings. The site monitor received a discussion guide summarizing the objectives of the discussion and relevant, content-related issues.

This guide is designed to allow the site monitor to act as an effective stimulator of small group discussions. A written practicum was turned in to the content specialist for review and grading, while weekly ancillary activities became optional. Study guide and answer sheets were prepared for student use. By reducing the number of in-class readings and written exercises and focusing on group discussion, the length of time required to complete on-site activities was reduced.

Course Content and Objectives

Course development and content was based on the results of the AESP needs assessment, the PUSH educational model, legislative requirements of P.L. 94-142 and reviews by content experts. Behavioral objectives were constructed and a content outline was developed.

The course objectives of the program were that the student would be able to:

1) Devise an Individual Educational Plan (IEP) which will meet the needs of children in the participant's classroom who have been identified as handicapped.

2) List and explain the procedural safeguards guaranteed to parents and children under "The Education for All Handicapped Children Act, P.L. 94-142."

3) State several reasons for involving parents in their handicapped child's program.

4) Construct a formalized plan to involve parents of handicapped children who are enrolled in regular classrooms or a home-based program selecting one or more of the sixteen parent involvement models presented.

5) Implement general procedures designed to reduce the probability of behavior problems occurring including techniques of physically structuring the classroom, specifying appropriate behavior, positively consequencing appropriate behavior, and assuring that positive consequences are not provided for inappropriate social behavior.

6) Enumerate the basic steps involved in establishing a special program designed to enhance the social skills development of young children.

7) Select the most appropriate method for individualizing a given child's program provided a sample schedule, description of the class schematic of the classroom, and characteristics of children in the class.

8) Determine the best grouping patterns for children in a hypothetical class, given the subject area to be taught, a sample schedule, a schematic of the class, and characteristics of children in the class.

9) Select the best possible physical management of a given child in a given classroom, given the child's specific handicaps and a description of the child.

10) Write an instructional (behavioral) objective which contains an audience, behavior, condition, and degree.

11) Write or analyze a task analysis by: (a) writing a terminal performance objective; (b) writing the related enabling objectives; (c) ordering the enabling objectives according to hierarchy; (c) evaluate the relevance of the enabling objectives in achieving the terminal performance objectives.

12) Select an appropriate technique to use in teaching a child, given the child's specific handicap and an objective for that child.

13) Design an error free learning activity to develop a specific skill in a young handicapped child.

14) Identify normal speech and language behavior, and for given situations in either one or both categories write a referral statement for the atypical case based on actual observation of the child.

15) Devise at least one activity to implement each of the nine steps of a speech and language stimulation program.

These general objectives surround each one of fourteen units of study.

Each unit is described below:

Unit 1: Orientation and Organization Seminar
Registration and testing activities are led by local site coordinators. The format of the course and a brief history of AESP and Project PUSH are shown.

Unit 2: Early Childhood Special Education Overview
An overview of the major issues of educating special children at the early childhood level as well as a description of P.L. 94-142 are presented.

Unit 3: Informal Observation and Assessment
Practical considerations of education within the classroom are related to theories regarding developmental milestones, application of techniques for observation and procedures for assessment.

Unit 4: Live Seminar - The implications of P.L. 94-142 and young children. The need for "child find" efforts and early identification of handicapped children are discussed.

Unit 5: Parent Involvement
This unit focuses on the common needs of parents, and, in detail, describes why involving parents in the child's program is important.

Unit 6: Developing Social Skills
The development of social skills and techniques for building positive social skills in the special child at home and in the classroom are discussed in this unit.

Unit 7: Live Seminar
A variety of approaches for parent involvement and techniques to develop the social skills of children are addressed.

Unit 8: Classroom Integration - Mainstreaming
Appropriate placement of the handicapped child in the classroom, and techniques of grouping for instruction and individualizing the instructional program are presented.

Unit 9: Planning for Individualized Education
This unit focuses on competencies that enable the teacher to individualize and sequence the child's program through writing instructional objectives and task analyzing each objective.

Unit 10: Techniques for Meeting Special Needs
This unit illustrates how teachers can develop and utilize specific teaching techniques designed for the special children in their class. Perceptual and acuity learning problems are discussed and error free learning techniques are demonstrated.

Unit 11: Live Seminar
The integration of units 8, 9, and 10, dealing with strategies and techniques to use in the classroom is addressed.

Unit 12: Language and Speech Development
Developmental milestones of speech and language, sequences of speech-sound development, and word and sentence development are introduced in this unit.

Unit 13: Language and Speech Actvities
Language stimulation activities including the presentation of concepts, vocabulary development and discrimination activities that can be utilized with the entire class are presented.

Unit 14: Live Seminar
Topics of this unit include the role of the speech therapist and the importance of early identification as a panel integrates the material in units 12 and 13. An overall summary and evaluation of the entire course also occurs.

CHAPTER II

Method

Participants

Two hundred and seventy persons at 34 sites enrolled in the course. Background information is available for 215 persons (80%); complete evaluation data, including pre- and posttest scores, are available for 158 persons (58%). Table 1 presents the number of participants by site and Table 2 depicts background characteristics.

The majority of participants were female (79%) and worked in a rural community. The majority had also completed their B.A. degree, had 2-4 years work experience, and no courses in special education. While 59 percent of the participants work with children in the third grade or below, the other 41 percent work with older children, including 23 percent who work with secondary students. Special educators made up 19 percent of the audience. The diversity of the audience reflects, once again, the need for information and interest in this topic.

Evaluation Design

Nine different instruments were used to evaluate different aspects of the course. These were Cognitive Pre- and Posttests; Attitude Questionnaire; Background Questionnaire; Film-Video Mix Ancillary; Prepared-Media Ancillary; Seminar Evaluation; Summary Evaluation; Equipment Report; and Summative Report Form. The evaluation data was designed to investigate the efficacy of the course revisions that were made based on data from the Fall delivery. Specificially, the evaluation plan was designed to address the following issues:

TABLE 1

DISTRIBUTION OF PARTICIPANTS BY SITE

Site		Total Enrollment	Complete Data Available
06	Greenville, SC	24	0
07	Spartanburg, SC	16	16
99	Spartanburg Cable	5	4
08	Scooba, MS	4	4
09	Tupelo, MS	16	15
10	Huntsville, AL	2	2
11	Rainsville, AL	4	3
13	Gadsden, AL	2	0
18	Cookeville, TN	10	10
34	Chattanooga, TN	5	4
20	Norton, VA	23	22
21	Stickleyville, VA	3	3
24	Dublin, VA	6	6
25	Cumberland, MD	11	11
26	McHenry, MD	7	4
27	Romney, WV	5	5
28	Petersburg, WV	3	3
30	Hagerstown, MD	9	9
31	Bothany, WV	10	6
32	Wheeling, WV	12	4
33	Pittsburgh, PA	8	8
35	Fredonia, NY	5	3
36	Olean, NY	12	11
38	Smethport, PA	9	9
39	Alfred, NY	3	3
98	Jamestown, NY	15	14
40	Sylva, NC	5	5
41	Morganton, NC	11	9
42	Marion, NC	12	12
50	Morehead, KY	3	1
51	Hazard, KY	1	0
55	Somerset, KY	4	4
61	Mt. Orab, OH	5	5

TABLE 2

BACKGROUND CHARACTERISTICS OF PARTICIPANTS

Characteristic	Frequency	Percentage
1. Sex:		
Male	47	21%
Female	172	79%
2. Description of community teaching in:		
Rural	145	67%
Urban	23	11%
Suburban	47	22%
3. Position during 1977-78 academic year*		
Head Start teacher	11	4%
Other preschool teacher	8	3%
Kindergarten teacher	12	5%
Elementary teacher	68	27%
Secondary teacher	30	12%
Special education	48	19%
Resource room teacher	10	4%
School administrator	10	4%
Student	13	5%
College professor	3	1%
Other	47	19%
4. Grade level participant works with:		
Pre-school	38	19%
Kindergarten	14	7%
1-3	69	34%
4-6	37	18%
Secondary	47	23%
5. Work experience in teaching:		
1 year or less	46	22%
2-4 years	69	33%
5-8 years	49	23%
9-15 years	31	15%
16 or more years	16	8%
6. Last degree completed:		
High school degree	37	17%
B.A.	128	60%
M.A.	49	23%
Specialist	1	1%

TABLE 2-- CONTINUED

Characteristic	Frequency	Percentage
7. Number of courses completed in special education:		
None	137	63%
1	25	11%
2	11	5%
3	6	3%
4 or more	40	18%
8. Registered for this course for:		
Undergraduate credit	41	19%
Graduate credit	150	70%
Audit	24	11%
9. Do you currently have a child mainstreamed in your classroom?		
Yes	66	31%
No	71	33%
Am not currently teaching	28	13%
Am not a regular classroom teacher	51	24%
10. How did you hear about this course:		
From a friend	63	29%
Notice or flyer at school	115	53%
Radio or TV	1	1%
Newspaper	16	7%
Other	23	11%

*Multiple Response

1. Did the course participants demonstrate gains in performance on tests keyed to the course objectives?
2. Did the attitudes of the participants toward handicapped children and mainstreaming in particular become more positive upon completion of the course?
3. How did participants react to the content and format of each session? What were the strengths and weaknesses of each session?
4. How did participants evaluate the components of the course and the course as a whole?
5. How did specific components of the course compare to analogous activities in a traditional course?
6. Did the technical aspects of the system function adequately in delivering the course?
7. Did the implementation of the course proceed as planned?

The answers to these questions are presented in the results section of this report.

Procedures and Instrumentation

A variety of instruments were used to answer the evaluation questions. Copies of all instruments except the cognitive tests are in the Appendix. Descriptions of each instrument and its purpose are presented below.

Achievement Tests. Participants were required to complete a pretest, midterm, and final examination. Items were in a multiple choice format and keyed to the course objectives.

The pretest consisted of two 40-item parallel forms administered during the first class session. Based on content covered during the first six sessions of the course, a 23-item midterm exam was administered. A final examination which covered the last six sessions of the course

was administered during the final session. This exam consisted of 57 items keyed to the unit objectives. Posttest scores were computed for the students based on their midterm and final exam scores.

Attitude Questionnaire. Participants completed the attitude portion of the Combined Background and Attitude Questionnaire during the first and last class sessions. It consisted of 29 affective items. Participants responded to the items on a 5 point scale with 1 indicating strongly agree and 5 indicating strongly disagree. The items were designed to measure participants' attitudes toward methods of teaching handicapped children. Factor analysis of the Fall 1977 results indicated a unifactor structure that accounted for 68.4 percent of the variance (see AESP Technical Report #19).

Background Questionnaire. During the first session of the course a 10-item background questionnaire was administered with the attitude questionnaire. The background questionnaire was designed to determine the demographic characteristics of course participants.

Session Evaluations. Three different instruments were used to measure participant reactions to individual sessions. These were film-video mix ancillary; prepared media ancillary and seminar evaluations. All sites were categorized into three classes of sites as in the first delivery. This was done so that each site rotated completing an evaluation instrument every third session. The only exception was with the seminar deliveries when data was collected from all the sites. This strategy was used in order to make the seminars more responsive to the individual sites.

The following section presents a description of the three session evaluation forms:

The Film-Video Mix Ancillary Evaluation Instrument was designed to measure participants' reactions to the video programs which involved original filming completed on location in Appalachia and the ancillary activities associated with the session. It consisted of 27 items covering such topics as pace of program, relevancy to objectives, clarity of instructions and adequacy of time allowed for specified activities.

The Prepared Media-Ancillary Evaluation Instrument was administered following video programs which used commercially available films and the in-class activities associated with them. This instrument consisted of 24 items designed to measure participants' reactions to effectiveness of the panel discussions, film clips and the associated ancillary materials.

The Seminar Evaluation Instrument was designed to measure participants' reactions to the live, interactive seminars. This instrument consisted of 10 items dealing with participant reaction to seminar format and content.

Data received from these three instruments provided detailed information on each unit for revision purposes.

Summary Evaluation Instrument. At the conclusion of the course all participants completed the Summary Evaluation Instrument. Assessment of participants' reaction to the course was determined through 33 items designed to measure overall course effectiveness as well as comparability with traditional course offerings.

Equipment Report and Student Satisfaction Form. This form was completed by the site monitor at the conclusion of each class session. It is designed to document the technical functioning of the equipment, procedure problems, and the site monitors' perception of student reaction to the course components.

Summative Report Form. At the conclusion of the course, site monitors were asked to rate the overall quality of each course component. They used a five-point Likert scale (1 = excellent to 5 = poor) to rate the film-video mix, the prepared media, the interactive seminars and the ancillary materials.

CHAPTER III

Results

The results of the course delivery are presented as answers to the questions which were previously posed in the methodology section.

Did the Course Participants Demonstrate Gains in Performance on Tests Keyed to the Course Objectives?

Did the Attitudes of the Participants Toward Handicapped Children and Mainstreaming in Particular Become More Positive Upon Completion of the Course?

Data from pre- and posttests was analyzed to determine the amount participants had learned and the amount of attitude change experienced as a result of the course. A 2 x 25 multivariate analysis of variance design for administration (2) and for sites (25) was used. Both attitude and cognitive achievement were included as dependent measures in the analysis which made a multivariate analysis of variance (MANOVA) design appropriate.

Multivariate results revealed a significant difference for sites (multivariate $F = 2.32$, $p < .009$), for administrations (multivariate $F = 445.43$, $p < .001$) and for the interaction of sites by administrations (multivariate $F = 2.15$, $p < .001$) as depicted in Table 3. The univariate results indicate a significant change for both cognitive and attitudinal measures (see Table 4). The mean scores on the cognitive test increased from 45.16 to 70.85 from pre- to posttesting indicating an increase in knowledge of working with handicapped children and mainstreaming. The mean scores on the attitudinal tests increased from 3.16 to 3.02 from pre- to posttesting indicating a positive change in attitudes toward

TABLE 3

MANOVA FOR PRE- AND POST-ACHIEVEMENT AND ATTITUDE MEASURES

Source	d.f.	Multivariate F	p<
Between Subjects			
Sites	48,264	2.32	.009
Within Subjects			
Administration	2,132	445.43	.001
Sites by Administration	48,264	2.15	.001

TABLE 4

UNIVARIATE ANALYSIS FOR ACHIEVEMENT AND ATTITUDE PRE AND POST MEASURES

Source	Univariate F	p<	Step-Down F	p<
Sites				
Attitude	1.94	.009	1.94	.010
Achievement	3.09	.001	2.73	.002
Administration				
Attitude	5.74	.018	5.74	.018
Achievement	884.08	.000	848.55	.000
Site by Administration				
Attitude	1.76	.036	1.76	.037
Achievement	2.84	.001	2.69	.000

handicapped children and mainstreaming. Table 5 presents the means and standard deviations for the pre- and posttests.

The significant differences for sites and sites by administration indicate a differential pattern of change among the sites from pre- to posttesting at the sites. The attitudinal change ranged from 1.1 points to .01 points; the cognitive change ranged from 25 points to 6 points.

How Did Participants React to the Content and Format of Each Session?

The Film-Video Mix Evaluation Instrument, the Prepared Media Evaluation Instrument, and the Seminar Evaluation Instrument were used to measure participant reactions to the learning activities. The participants overall ratings of the videotaped programs, seminars, and ancillary activities are summarized below.

The site monitors' ratings of participant satisfaction were assessed by the Equipment Report and Student Satisfaction Form. These ratings are presented in Table 6. Ratings were generally between "good" and "very good" with the videotaped programs rated higher than the seminars and ancillary activities. Ratings for all activities showed an increase in satisfaction from the Fall delivery (Ancillary activities: Fall 2.52, Spring 2.23; Videotaped programs: Fall 2.15, Spring 2.10; Seminar: Fall 2.59, Spring 2.52).

Videotaped Progams. Participant reactions to the videotaped programs were between "very good" and "good". On a rating scale of 1 = excellent and 5 = poor, the participants gave an average rating of 2.50. The site monitors perceived participant satisfaction as being higher with an average of 2.10 on the same 5 point scale. (Table 7 presents participant ratings.)

TABLE 5

PARTICIPANTS' SCORES ON ATTITUDE AND ACHIEVEMENT INSTRUMENTS

	Pretest		Posttest	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Achievement	45.16	11.72	70.85	13.21
Attitude	3.16	.52	3.02	.70

TABLE 6

SITE MONITORS' MEAN RATINGS OF PARTICIPANT SATISFACTION WITH LEARNING ACTIVITIES

Session	Videotaped Programs	Seminars	Ancillary Activities
1		2.38	
2	2.26		2.33
3	2.12		2.28
4		2.41	
5	2.44		2.07
6	No Broadcast		
7	2.17	2.88	2.36
8	1.84		2.15
9	2.18		2.45
10	1.95		2.30
11		2.44	
12	1.87		2.15
13	2.04	2.50	2.00
14	No Broadcast		
Means	2.10	2.52	2.23

Scale: 1 = Excellent
2 = Very good
3 = Good
4 = Fair
5 = Poor

TABLE 7

PARTICIPANT RATINGS OF OVERALL QUALITY OF SESSIONS

Session	Videotaped Programs	Seminars	Ancillary Activities
1		2.55	
2	2.46		2.14
3	2.65		2.41
4		2.48	
5	2.35		2.37
6	No Broadcast		
7	2.93	2.85	2.50
8	2.42		2.42
9	2.55		2.48
10	2.35		2.28
11		2.89	
12	2.30		2.15
13	2.60	2.50	2.30
14	No Broadcast		
Means	2.50	2.65	2.34

Scale: 1 = Excellent
2 = Very good
3 = Good
4 = Fair
5 = Poor

Participant responses to the videotaped programs are similar to the Fall rating responses. No difference in reaction to the two different media forms used was apparent. One aspect of note is a higher percentage of the audience planned to use the information presented in the program. Participants had expressed a desire for greater depth in program content and rated those units with a practical orientation quite well. Participants expressed satisfaction with such aspects as the pace of the program, practicality of the information for classroom use, and adequacy of discussion time for the units. A frequent criticism was the need for more in depth discussion and greater relevancy to the objectives. The content specialists were informed of this trend. Adjustments were made to provide more supplementary ancillary materials for the programs. Short film clips were used in session two to stimulate questions and this appeared to be effective. No broadcast during Session 6 was due to a scheduling error and participants used Session 14 for completing their final examination, therefore no broadcast was scheduled.

Seminars. Participants' ratings of the live, interactive seminars were between "good" and "very good". The second seminar received the highest rating of all five seminars. The average rating was 2.65. This rating is different from the site monitors' ratings of student satisfaction. The site monitors perceived the first seminar as the highest rating and reported an average mean rating of 2.52.

The participants' ratings of specific aspects of each seminar indicated that they were generally satisfied with panel members, the moderator, and the pace of the seminar. Due to weather conditions, a live seminar was not produced for the first seminar. Instead a tape of the first fall seminar was shown and content people were available to answer questions by phone. The ratings for this seminar were similar to the ratings of the first seminar of the Fall 1977 delivery.

The third seminar was rated lowest; data and comments indicate that technical problems may have contributed to this low rating. A change in the time of the broadcast resulted in some sites missing the first portion of this seminar. In addition, technical problems with a phone patch at the seminar resulted in very poor reception and difficulty in understanding panelists.

For Seminar #4, the participants reported difficulty understanding the voices on the phone patch and indicated dissatisfaction with the answers to the questions. This seminar received low ratings also, compared to other seminars for the course.

In general, students actively participated in the live, interactive seminars. Except for the reception difficulties encountered using the phone patch, each seminar found the panel members, moderator, and pace of the seminars quite satisfactory. Once again, as in the Fall delivery, dissatisfaction was indicated with the depth of panelists' answers to questions. Although, revisions were made for each seminar, this remained a frequent criticism throughout the course.

Another revision used during this delivery was the inclusion of a short break to stimulate questions and discussion on-site concerning the seminar. This revision was found to be quite useful and appeared to increase the amount of active participation in the seminars.

Ancillary Activities. The ancillary materials consisted of preparatory readings, in-class activities, written practicum, and follow-up activities. In addition, an on-site library of reference materials was available for student use. Participants overall ratings of the ancillary activities are presented in Table 7. Activities for each session received an overall rating of between "good" and "very good".

In the Fall delivery, concern was expressed about the adequacy of time allotted to complete the activities. Participants had been given two hours for completion of in-class ancillary activities during each session. Participants indicated that many more hours were necessary in order to complete their work. Participants generally rated sessions lower when more time was needed to complete the in-class ancillary activities. From this feedback, course revision of materials occurred for use in the Spring delivery.

Ancillary revision for the Spring delivery consisted of modification to focus more upon small group discussions with questions for discussions dealing with the videotape and readings. The students indicated satisfaction with these classroom discussions and rated the ancillary activities highly. The site monitor received a discussion guide which summarized the objectives of the discussion. A written practicum was turned in to the content specialist for review and grading, while weekly ancillary activities became optional. The students expressed confusion with the practicum assignment and indicated a need for clarification early in the course. Study guide and answer sheets were prepared for student use.

Ancillary mean ratings for the Spring delivery were higher than those of the Fall and indicate the needed revisions were well received.

How Did Participants Evaluate the Components of the Course and the Course as a Whole?

Participants were asked to complete the summary evaluation instrument during the last class session. The participants rated course components in terms of the degree of information provided by each component. The mean ratings of each are presented in Table 8. The ratings indicate

TABLE 8

RATINGS OF COURSE COMPONENTS

Component	$\bar{X}$	S.D.
Film-video mix	2.40	.95
Prepared media	2.45	.91
Interactive seminars	3.11	1.11
Reading assignments	2.38	.91
Study guides	2.36	.91
Group discussions	2.41	1.07
Practicum activities	2.75	.89

Scale: 1 = Excellent
2 = Very good
3 = Good
4 = Fair
5 = Poor

that the videotapes, the reading assignments, and study guides were most positively received. The interactive seminars and the practicum activities received lower ratings.

The ratings of each component were higher than comparable ratings received in the Fall delivery. The improvement from the Fall is greater for the practicum and the ancillary activities (readings, study guides, and group discussions) which indicates the revisions were successful.

Other items on the summary evaluation instrument were concerned with overall ratings of specific aspects of the course, such as its practicality and usefulness. Responses are summarized in Table 9. The course appears successful in presenting interesting ideas which could be practically applied in the classroom. The majority of participants (60%) planned to use the information contained in the course in their teaching. Seventy-eight percent of the participants indicated that the course presented many interesting ideas for practical application in the classroom.

The difficulty of obtaining the information presented by other means was indicated by a majority of respondents. Fifty-three percent strongly to moderately agreed that obtaining this information in another way would have been difficult thus indicating a need for this type of course delivery in their community. Fifty-six percent of the participants indicated that they did not feel the technology employed in the delivery made the course an impersonal experience. However, 20 percent did feel some degree of impersonality due to the technology used in this course. Most participant comments and ratings indicate that the site monitor provided the necessary personal element.

TABLE 9

OVERALL COURSE RATINGS BY PARTICIPANTS

Item	Frequency	Percentage
1. I did not feel the technology used in course delivery made it impersonal:		
a) strongly agree	45	19%
b) moderately agree	86	37%
c) neutral	57	24%
d) moderately disagree	35	15%
e) strongly disagree	12	5%
$\bar{X}$ = 2.50		
2. It would have been very difficult to get the information provided in any other way:		
a) strongly agree	51	22%
b) moderately agree	72	31%
c) neutral	50	21%
d) moderately disagree	42	18%
e) strongly disagree	21	9%
$\bar{X}$ = 2.61		
3. The course presented many interesting ideas for practical application in the classrooms:		
a) strongly agree	82	35%
b) moderately agree	100	43%
c) neutral	38	16%
d) moderately disagree	12	5%
e) strongly disagree	3	12%
$\bar{X}$ = 1.95		
4. The study guides were useful to me in reviewing the content and preparing for exams.		
a) strongly agree	85	36%
b) moderately agree	77	33%
c) neutral	43	18%
d) moderately disagree	19	8%
e) strongly disagree	12	5%
$\bar{X}$ = 2.13		

TABLE 9-- CONTINUED

Item	Frequency	Percentage
5. The practicum assignment was beneficial in showing me how to apply what I had learned in the classroom.		
a) strongly agree	51	22%
b) moderately agree	108	46%
c) neutral	54	23%
d) moderately disagree	16	7%
e) strongly disagree	4	2%
$\bar{X}$ = 2.20		
6. The group discussions helped clarify content issues and permitted me to hear other points of view.		
a) strongly agree	62	26%
b) moderately agree	101	43%
c) neutral	38	16%
d) moderately disagree	21	9%
e) strongly disagree	14	6%
$\bar{X}$ = 2.25		
7. What effect do you think information contained in this course will have on your teaching?		
a) has very little or no relevance	16	7%
b) would like to use but probably won't be able to	23	10%
c) would like to use but don't understand enough	9	4%
d) plan to use	136	60%
e) already know or am using	44	19%

How Did the Course Compare to Analogous Activities in a Traditional Course?

Components of the course were compared to parallel activities in a traditional course. The mean ratings are shown in Table 10. The participants' ratings indicate that the different aspects are perceived as being equal to or better than comparable activities in a traditional course. The exception to these ratings was with the interactive seminar component as compared to the traditional in-class discussions. All of these components are comparable to the ratings given during the Fall delivery, although the site monitors' ratings were slightly higher for the Spring delivery. Revision in site monitor training and guidelines may have contributed to this effect.

Did the Technical Aspects of the System Function Adequately in Delivering the Course?

The videotaped programs and the live, interactive seminars were transmitted from the University of Kentucky television studios via the ATS-6 satellite system. Questions received during the seminars were transmitted from the sites by teletype or telephone. The site monitors rated the quality of the audio and video signal by completing an Equipment Report and Student Satisfaction Form after each broadcast. This information was used to determine the reliability of the equipment and the quality of the reception.

The site monitors' ratings of reception were summarized across all sessions in order to measure the overall quality of the audio and video reception. These ratings are presented in Table 11. These ratings are placed in two categories (one for video signal rating and one for audio signal rating). Table 12 indicates that the video signal contained very little or no distortion 85 percent of the time. Another category of

TABLE 10

PARTICIPANT COMPARISONS OF COURSE WITH TRADITIONAL COURSE

Component	$\bar{X}$*	S.D.
Pre-program preparation	2.36	.91
Seminars compared to class discussions	3.12	1.17
Ancillary activities compared to traditional in-class activities	2.68	.97
Videotaped programs compared to traditional lectures	2.61	1.07
Lab assignments compared to homework assignments	2.64	.89
Site monitor compared to instructor	1.79	.98

*Comparisons were made using the following scale:

1 = Excellent - Received a lot more from the activity than in a traditional course;

2 = Very good - Received a little more;

3 = Good - Received about the same;

4 = Fair - Received a little less;

5 = Poor - Received a lot less.

TABLE 11

SITE MONITORS' RATINGS OF EQUIPMENT FUNCTIONING BY SESSION

Session	Date	Audio	Video
1	1/24/78	2.50 x 2.47	3.82 x 3.88
2	1/31/78	2.37 x 2.32	4.11 x 4.26
3	2/07/78	2.77 x 2.83	4.50 x 4.59
4	2/14/78	2.77 x 2.86	4.71 x 4.71
5	2/21/78	2.63 x 2.68	4.21 x 4.37
6	2/28/78	No broadcast	No broadcast
7	3/07/78	2.90 x 2.90	4.10 x 4.18
8	3/14/78	2.94 x 2.94	4.25 x 4.31
9	3/21/78	2.76 x 2.76	4.43 x 4.43
10	3/28/78	2.75 x 2.80	4.50 x 4.50
11	4/04/78	2.86 x 2.95	4.14 x 4.32
12	4/18/78	2.80 x 2.85	4.25 x 4.35
13	4/25/78	2.81 x 2.76	4.19 x 4.19
14	5/02/78	No broadcast	No broadcast

Video Signal Rating Scale

Distortion and/or Noise Perceptibility

1. Picture content impossible to ascertain
2. Very perceptible distortion and/or noise but picture content ascertainable
3. Definitely perceptible distortion and/or noise
4. Barely perceptible distortion and/or noise
5. Imperceptible

Distortion and/or Noise Objectionableness

1. Extremely annoying
2. Very annoying
3. Definitely annoying
4. Slightly annoying
5. Not annoying

Audio Signal Rating Scale

Readability

1. Unreadable
2. Readable with difficulty
3. Readable with practically no difficulty, or no difficulty

Signal Strength

1. Faint signals or very weak signals
2. Fair signals
3. Good signals or very good signals

TABLE 12

QUALITY OF RECEPTION SUMMED ACROSS SITES AND SESSIONS

	Frequency	Percentage
Video Signal Rating		
Perceptibility		
1. Picture not perceptible	3	2%
2. Very perceptible distortion	9	5%
3. Some distortion	15	8%
4. Very little distortion	46	25%
5. No distortion	108	60%
Objectionableness of Distortion		
1. Extremely annoying	5	3%
2. Very annoying	7	4%
3. Definitely annoying	12	7%
4. Slightly annoying	38	21%
5. Not annoying	119	66%
Audio Signal Rating		
Signal Strength		
1. Faint or very weak signals	9	3%
2. Fair signals	44	16%
3. Good or very good signals	223	81%
Readability		
1. Unreadable	13	5%
2. Readable with difficulty	33	13%
3. Readable with little or no difficulty	204	82%

rating dealt with the objectionableness of video signal distortion. The objectionableness of distortion was rated slightly annoying or not at all annoying 87 percent of the time.

The audio signal strength rating was good or very good 81 percent of the time. The audio signal was rated as readable with little or no difficulty 82 percent of the time.

Data from the Equipment Report Form was also analyzed by session in order to determine when interference was encountered. Table 12 presents site monitors' mean ratings of the audio and video signals by session. Session 6 did not receive ratings since no program was broadcast at that time due to a scheduling error. Session 14 was the final class session and no broadcast was held because the final examination was administered on that night. The ratings indicate that reception from the ATS-6 satellite was acceptable during the major portion of the delivery period.

Did the Implementation of the Course Proceed as Planned?

The site monitors' reports of the activities, the Equipment Report and Student Satisfaction Form, and written comments served as a primary data source. Few administrative problems were encountered. The site monitor's manual, the special site monitor instruction guide, and the instructions to the printed ancillary activities answered most questions.

Data collected during the Spring delivery was communicated to project personnel in order to improve/revise the course implementation. The information was collected to discover when and why problems may have occurred during delivery.

A major problem occurred in sessions 6 and 7. Session 6 was not broadcast due to a scheduling error and not all sites were informed

prior to the regular broadcast time. Session 7's seminar was cut to 45 minutes so that the session 6 videotape could be viewed also. All of the sites did not know of the time change and this presented difficulties at the sites.

In general, few administrative problems were encountered. Course revisions had been implemented and satisfaction was indicated by participants and the site monitors. The site monitors had received more information in terms of on-site activities and ancillary materials.

CHAPTER IV

Summary

"Teaching the Young Handicapped Child: An Overview" was delivered for the second time in the Spring of 1978. This course delivery was viewed by 270 participants at 34 sites in Appalachia. The evaluation study revealed that the course did succeed in its cognitive objectives of increasing participants knowledge of techniques for working with handicapped children. The participants' attitudes toward handicapped children and mainstreaming became more positive upon completion of the course.

The audience for the course was diverse. The majority of participants were classroom teachers of preschool and grades K-3. The next major group was secondary school teachers followed by special educators or resource room teachers.

Participants' reactions were generally positive to the various course components. The videotaped portions of the course, reading assignments and study guides received the highest ratings. The interactive seminars and the practicum activity received lower ratings. The low seminar ratings may be due to reception difficulties experienced with the seminar phone patch. The practicum activities were rated low in the first three sessions due to a lack of understanding about the assignment. This confusion was remedied by the fourth session.

The different components of the course were found to be comparable to or more favorable than analogous activities in courses taught by traditional means. The technology employed in course delivery was not

considered to be impersonal by the majority of the participants. The site monitors' high ratings at each site indicate the vital role the monitor plays. This personal role may have counteracted any impersonalness due to the use of technology. The difficulty in obtaining this information by any other means was also indicated by the majority of the participants.

The course appears successful in presenting interesting ideas which could practically be applied in the classroom. The high ratings indicated that the participants planned to implement their knowledge in the classroom.

The technical functioning and reliability of the equipment during delivery was reported. Acceptable audio and video signals were received the majority of time. No great amount of variation was found in signal strength throughout all sessions. No broadcast occurred during session six due to a lack of scheduled air time with NASA. The program was broadcast along with the seminar during session seven. Session 13 consisted of a videotape as well as a seminar which allowed session 14 to be used for the examination only.

Other evaluation questions were investigated by detailed session by session evaluations of the implementation of the course. This information was reported to the project personnel and the content developers to remediate any problems.

Based on the Fall delivery feedback, the course was revised for delivery in the Spring. The revisions appeared to be well accepted and successful in implementation. These revisions had consisted of modifying the ancillary materials, site monitors' guide, and a written practicum. The seminar format was revised to include a short break, film clips and phone patches to stimulate questions and participation.

Future course revision for seminars indicate that most participants would prefer the seminar sessions to address content-related issues in greater depth. Participants also indicated that the content and

interaction should complement the course content and not introduce new points of view. The participants indicated that a clearer explanation of course content during the seminars was preferable to the assignment of additional reading materials. The use of more short film clips for stimulation of questions and better technical quality for live phone patches would increase the student sense of participation in the seminars.

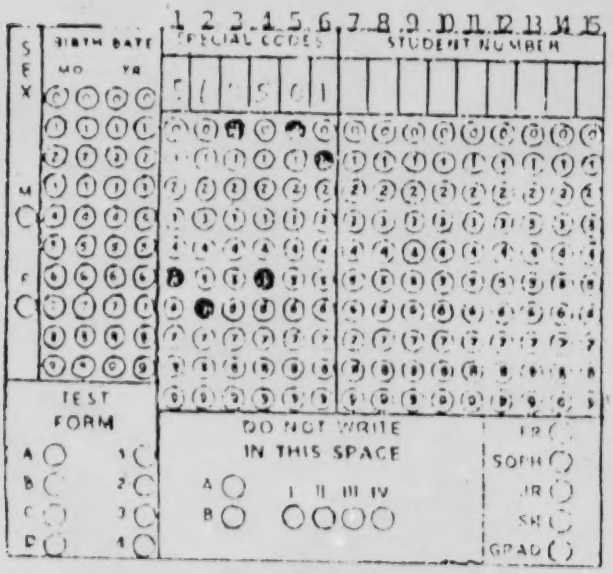
APPENDICES

Appalachian Education Satellite Program
Resource Coordinating Center
Evaluation Component
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

COMBINED BACKGROUND AND ATTITUDE QUESTIONNAIRE FOR TYHC #56

This questionnaire is divided into 2 parts. The first part asks for some background information and the second part is concerned with your attitudes toward teaching handicapped children. Please answer as truthfully as possible. Your answers are confidential and do not affect your grade in the course, but help us to assess the effectiveness of the course and suggest improvements.

Be sure you have an Op-Scan form titled "General Purpose Answer Sheet." Fill out the Special Codes and Student Number boxes as follows:



In columns 1-6 fill in 560501

In columns 7-10 fill in <u>your</u> four-digit student number

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ball-point. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet. Begin with item 1. Be careful that the item number you mark on the Op-Scan sheet corresponds to the item on the questionnaire.

1. Sex

   1. Male
   2. Female

2. Description of community in which you teach (or work in some other area in education)

   1. Rural
   2. Suburban
   3. Urban

3. Position during 1977-1978 academic year. (Select one option from those listed in item 3 or 4. Mark the appropriate option on the Op-Scan Sheet and leave the other item blank. Example: If you are a Head Start teacher you will mark 3 (1) and leave item 4 blank on your answer sheet).

   1. Head Start teacher
   2. Other preschool teacher
   3. Kindergarten teacher
   4. Elementary school teacher
   5. Secondary school teacher

4. 1. Special education or resource room teacher
   2. School administrator
   3. Student
   4. College Professor
   5. Other

5. Choose the grade range that closely approximates the grades you work with

   1. Pre-school
   2. K
   3. 1 - 3
   4. 4-6
   5. Secondary

6. Work experience in teaching

   1. 1 year or less
   2. 2 - 4 years
   3. 5 - 8 years
   4. 9 - 15 years
   5. 16 years or more

7. Last degree completed

   1. High School Diploma
   2. Baccalaureate
   3. Master's
   4. Specialist
   5. Doctorate

8. Number of courses completed in special education

   1. none
   2. 1
   3. 2
   4. 3
   5. 4 or more

9. I am registered for this course for

   1. Undergraduate credit
   2. Graduate credit
   3. Audit

10. Do you currently have a child mainstreamed in your classroom?

    1. yes
    2. no
    3. I am not currently teaching
    4. I am not a regular classroom teacher

11. How did you hear about this course?

    1. From a friend
    2. Notice or flyer at school
    3. [illegible]
    4. Newspaper
    5. Other

12. Please check the statement which most closely reflects your attitudes and/or experience with handicapped people.

    1. I am aware of their needs and have worked actively to improve education of the handicapped
    2. I am aware of their needs, but have not had the opportunity to work with handicapped people
    3. This is a topic which I have not had much opportunity to consider
    4. I am somewhat fearful and uncertain of working with handicapped people
    5. I have great pity for the condition of most handicapped people

13. The level of public awareness of the needs of handicapped people in my community is:

    1. very high, an active effort is made to meet their needs in the public schools
    2. high, an understanding of the needs of the handicapped is apparent
    3. neutral, most are not aware of the problem
    4. low, little effort is made to meet their needs through the public school system
    5. very low, there is active resistance to meeting the needs of the handicapped through the public schools

14. Please check the statement which most closely identifies your perception of the degree to which your local school system will work toward the implementation of mainstreaming, providing special children with a free and appropriate education with other children in the public schools.

1) my community will work to initiate new innovative programs to fully meet the needs of handicapped individuals

2) my community will make changes to mainstream handicapped children through providing some instruction geared to their needs, but will not be able to implement very innovative types of programs

3) my community will work to mainstream handicapped children, but will probably not be able to provide additional services to teachers to meet the special needs of the handicapped

4) my community would prefer not to work toward meeting the needs of handicapped people in the public schools

15. Please check the statement which most closely reflects the current level of implementation of mainstreaming in your local schools.

1) handicapped children are mainstreamed in regular classrooms for academic and non-academic work

2) handicapped children are mainstreamed for non-academic activities (lunch, choir, extracurricular activities)

3) plans are being made to mainstream handicapped children

4) no plans have been made for the implementation of PL 94-142

5) I am unaware of the status of mainstreaming in the local schools

For Cable Viewers only

16. What were your reasons for taking this course via cable rather than in a group setting? (you can mark more than one option)

1) Transportation
2) Child care
3) Parking
4) Convenience of staying at home
5) Other (please specify on a separate piece of paper)

For each of the following statements mark:

1 - If you strongly agree with the statement
2 - If you moderately agree
3 - If you feel neutral
4 - If you moderately disagree
5 - If you strongly disagree

17. Speech and language stimulation activities may be incorporated in most of the curricular areas.

18. Having a handicapped child in the classroom takes too much time away from the other children.

19. The speech therapist should have sole responsibility for identifying potential communication disorders.

20. Resource personnel are responsible for the handicapped child's main academic program.

21. The most effective way to carry out a classroom speech and language stimulation program is through a cooperative effort involving the classroom teacher and speech pathologist.

22. Most handicapped children require too much individualization to be placed in the regular classroom.

23. The presence of parents in the classroom constitutes a disruption of the teacher's regularly scheduled teaching activities.

24. Teaching techniques need to be selected on the basis of the child's individual characteristics and needs.

25. Through use of behavioral objectives the teacher is assured whether or not the student has mastered the material.

26. Regardless of what a teacher might do to try to change the attitudes of parents who are apathetic about their child's educational program the teacher's efforts will have little or no affect on the parents.

27. Observation of speech and language development is a technical skill which is the sole responsibility of the speech pathologist.

28. Techniques used in teaching the handicapped child are so specialized that the regular classroom teacher cannot use them with the rest of the class.

29. To serve most effectively as models for communications skill development, teachers should use an approach based on developmental milestones.

30. Parent involvement programs require too much time to plan and implement.

31. Task analysis requires too much time when one considers the student's resultant educational gains from this approach.

32. The regular classroom teacher should cover only those curricular areas not dealt with by the special educator.

33. Individualization means that the teacher works one-to-one with a child.

31. Task analysis has little or no affect on the student's ability to master an objective.

35. A handicapped child is too special to have his educational needs met in the regular classroom.

36. The arrangement of the physical environment has nothing to do with good teaching.

37. Resource personnel are not important in the educational programming of a mainstreamed handicapped child.

38. A speech and language stimulation program is too technical in nature to be carried out by a classroom teacher.

39. The knowledge of language and speech acquisition is an area of study which should be reserved for speech pathologist only.

40. The parent can provide valuable input into the development of his child's educational program.

41. Some children are just born "bad" and shouldn't be included in a regular classroom.

42. A child who is hyperactive cannot learn to sit quietly, however the child may outgrow his hyperactivity.

43. It is important to determine whether or not a child is "emotionally disturbed" before involving the child in routine classroom activities.

44. During playtime children should be left alone to allow them to develop socially at their own pace.

45. For a child who is overly aggressive it is important to just help the child overcome his aggression before helping him to develop appropriate social responses.

Appalachian Education Satellite Project
Resource Coordinating Center
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

FILM-VIDEO MIX-ANCILLARY EVALUATION INSTRUMENT (TYHC) #61

This instrument is designed to assess your reaction to today's class session. Part I is concerned with the taped TV program; Part II is concerned with the associated ancillary activities.

Please answer as truthfully as possible. Your answers are confidential and do not affect your grade in the course, but help us to assess the effectiveness of the course and suggest improvements.

Be sure you have an Op-Scan form titled "General Purpose Answer Sheet." Fill out the Special Codes and Student Number boxes as follows:

in columns 1-4 fill in 6105

in columns 5-6 fill in the session number

in columns 7-10 fill in <u>your</u> four-digit student number

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ballpoint. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

Part I: TV Program: Film-Video Mix

1. Rate the amount of time you feel should have been devoted to the discussion of issues and/or rationale of the unit.

   1) much more time
   2) somewhat more time
   3) coverage was adequate
   4) somewhat less time
   5) much less time

2. Rate the amount of time you feel should have been devoted to the explanation of the application of techniques in the program.

   1) much more time
   2) somewhat more time
   3) coverage was adequate
   4) somewhat less time
   5) much less time

3. Rate the amount of time you feel should have been devoted to the examples of the actual application of the techniques in the classroom.

   1) much more time
   2) somewhat more time
   3) coverage was adequate
   4) somewhat less time
   5) much less time

4. The pace of the program should be:

   1) much slower
   2) somewhat slower
   3) pace was satisfactory
   4) somewhat faster
   5) much faster

5. What effect do you think the information contained in the program will have on your teaching?

   1) has little or no relevance for me in my teaching situation
   2) would like to use but probably won't be able to
   3) would like to use but don't understand enough
   4) plan to use
   5) already know or am using

6. React to the following statement: The material presented in the program was relevant to the objectives of this unit.

   1) strongly agree
   2) moderately agree
   3) neutral
   4) moderately disagree
   5) strongly disagree

7. In general, the clarity of the picture on the TV set was:

   1) excellent
   2) very good
   3) good
   4) fair
   5) poor

8. In general, the quality of the sound from the TV set was:

   1) excellent
   2) very good
   3) good
   4) fair
   5) poor

9. Were there annoying distractions in the room while you were watching the television program?

   1) often
   2) sometimes
   3) seldom
   4) never

For items 10-13, rate the aspect of the program for its value in helping you understand the overall content of the course using the following scale:

   1 = excellent
   2 = very good
   3 = good
   4 = fair
   5 = poor

10. Discussion of issues and/or rationale for unit.

11. Classroom scenes with narrator describing the application of technique.

12. Classroom scenes of teacher working with students (no voice over narration) demonstrating the application of techniques.

13. Overall evaluation of program.

If you have specific comments or suggestions regarding the filmed portions of today's session, please write your comments on the attached page.

Part II: Ancillary Activities

14. How much time did you spend working on the ancillary activities during class?

1) 30 minutes or less
2) 45 minutes
3) 60 minutes
4) 90 minutes
5) two hours or more

15. The ancillary activities should have covered:

1) much more material
2) somewhat more material
3) material covered was adequate
4) somewhat less material
5) much less material

16. The in-class discussions would have been more effective if:

1) A participant was assigned to lead the discussion each evening.
2) The objectives of the discussions were more clearly defined in the ancillary materials.
3) The discussions were more open-ended and less rigidly defined.
4) Participants did not stray from the subject matter so much.
5) Other -- Please comment on attached sheet

Rate questions 17-25 according to the following scale:

1) strongly agree
2) moderately agree
3) no opinion or neutral
4) moderately disagree
5) strongly disagree

17. Instructions for the ancillary activities were clear.

18. Ancillary activities were relevant to the unit.

19. Time allowed for completion of ancillary activities was adequate.

20. Reading material assigned for class preparation was useful

21. The ancillary activities gave me many ideas to use in my classroom.

22. Group discussions were meaningful and dealt with important issues.

23. The site monitor served as an effective discussion leader in group discussions.

24. The study guides in today's ancillary materials were useful.

25. I understand how I should proceed on the practicum assignments at this stage of the course.

26. What is your overall evaluation of today's ancillary activities?

    1) excellent
    2) very good
    3) good
    4) fair
    5) poor

27. Which of the ancillary activities associated with this unit was most beneficial to you?

    1) Readings
    2) Group discussion
    3) Study guides
    4) Practicum assignment
    5) Other

If you have additional comments please make them on the attached page.
Tear it off and hand it in to the site monitor.
Thank you.

JLF/sb/12-22-77

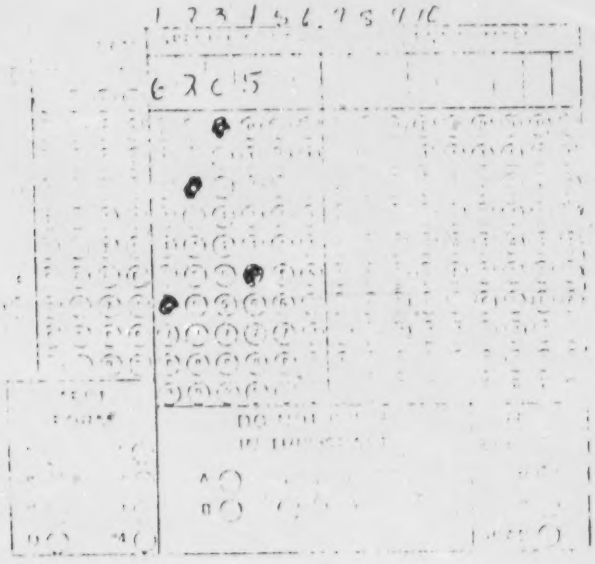
Appalachian Education Satellite Project
Resource Coordinating Center
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

PREPARED MEDIA-ANCILLARY EVALUATION INSTRUMENT (TYHC) #62

This instrument is designed to assess your reaction to today's class session. Part I is concerned with the taped TV program; Part II is concerned with the associated ancillary activities.

Please answer as truthfully as possible. Your answers are confidential and do not affect your grade in the course, but help us to assess the effectiveness of the course and suggest improvements.

Be sure you have an Op-Scan form titled "General Purpose Answer Sheet." Fill out the Special Codes and Student Number boxes as follows:



in columns 1-4 fill in 6205

in columns 5-6 fill in the session number

in columns 7-10 fill in <u>your</u> four-digit student number

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ballpoint. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

Part I: TV Program: Prepared-Media

1. The film clip portion of the program would have been more effective if:

   1) It had gone into greater depth on the issues.
   2) It had addressed issues more relevant to the classroom.
   3) The quality of the film had been better.
   4) It was more relevant to the objectives of this course.
   5) The film clips were fine.

2. Which of the following might have made the host/instructor more acceptable? (If the presenter was acceptable, mark option four.)
   1) if he/she spoke more clearly
   2) if he/she were concerned more with the content of the film.
   3) if he/she spoke in a more natural manner
   4) he/she was quite acceptable

3. In the panel discussion I was most satisfied with the fact that:

   1) The discussion was interesting and easy to follow.
   2) The issues they discussed were relevant to the course.
   3) The panel members presented a good balance of views.
   4) The issues discussed were relevant to me as a teacher.
   5) All of the above

4. The panel discussion would have been more effective if:

   1) The central issues of the discussion had been clearer.
   2) Their discussion had better addressed the subject of the film clips.
   3) Their discussion had gone into greater depth on the issues.
   4) Their opinions had reflected more diverse viewpoints.
   5) I was satisfied with the discussion.

5. The pace of the program should be:

   1) much slower
   2) somewhat slower
   3) pace was satisfactory
   4) somewhat faster
   5) much faster

6. In general, the clarity of the picture on the TV set was:

   1) excellent
   2) very good
   3) good
   4) fair
   5) poor

7. In general, the quality of the sound from the TV set was:

   1) excellent
   2) very good
   3) good
   4) fair
   5) poor

8. Were there annoying distractions in the room while you were watching the television program?

   1) often
   2) sometimes
   3) seldom
   4) never

9. What effect do you think the information contained in the program will have on your teaching?

   1) has little or no relevance for me in my teaching situation
   2) would like to use but probably won't be able to
   3) would like to use but don't understand enough
   4) plan to use
   5) already know or am using

For items 10-12 rate the portion of the program for its value in helping you understand the overall content of the course using the following scale:

   1 = excellent
   2 = very good
   3 = good
   4 = fair
   5 = poor

10. Film clip portions of program

11. Panel discussions

12. Overall evaluation of program

Part II: Ancillary Activities

13. How much time did you spend working on the ancillary activities during class?

   1) 30 minutes or less
   2) 45 minutes
   3) 60 minutes
   4) 90 minutes
   5) two hours or more

14. The ancillary activities should have covered:

   1) much more material
   2) somewhat more material
   3) material covered was adequate
   4) somewhat less material
   5) much less material

15. The in-class discussions would have been more effective if:

1) A participant was assigned to lead the discussion each evening.
2) The objectives of the discussions were more clearly defined in the ancillary materials.
3) The discussions were more open-ended and less rigidly defined.
4) Participants did not stray from the subject matter so much.
5) Other -- Please comment on attached sheet

Rate questions 16-24 according to the following scale:

1) strongly agree
2) moderately agree
3) no opinion or neutral
4) moderately disagree
5) strongly disagree

16. Instructions for the ancillary activities were clear.

17. Ancillary activities were relevant to the unit.

18. Time allowed for completion of ancillary activities was adequate.

19. Reading material assigned for class preparation was useful

20. The ancillary activities gave me many ideas to use in my classroom.

21. Group discussions were meaningful and dealt with important issues.

22. The site monitor served as an effective discussion leader in group discussions.

23. The study guides in today's ancillary materials were useful.

24. I understand how I should proceed on the practicum assignments at this stage of the course.

25. What is your overall evaluation of today's ancillary activities?

1) excellent
2) very good
3) good
4) fair
5) poor

26. Which of the ancillary activities associated with this unit was most beneficial to you?

1) Readings
2) Group discussion
3) Study guides
4) Practicum assignment
5) Other

If you have additional comments please make them on the attached page.
Tear it off and hand it in to the site monitor.
Thank you.

Tear off this page and turn in to your instructor.

Do you have a major concern or problem concerning the course at this time? What is it?

What aspects of the course are you finding most satisfying now?

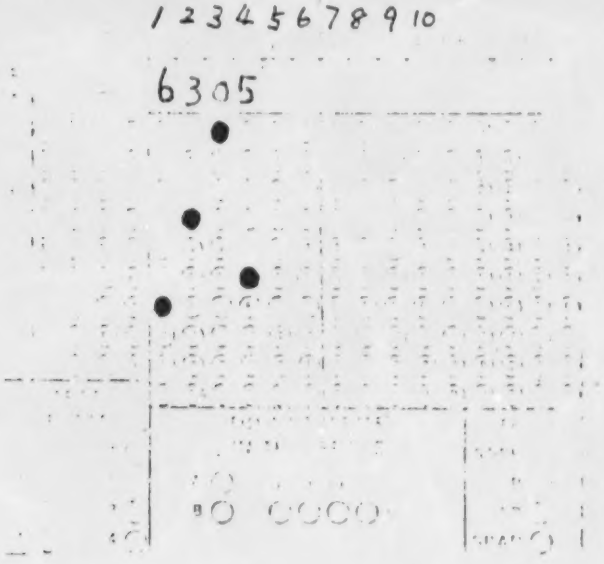
Least satisfying?

Appalachian Education Satellite Program
Resource Coordinating Center
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

SEMINAR EVALUATION (TYHC) #63

The following questions are desinged to assess your reactions to today's seminar. Your responses are confidential and do not affect your grade in the course but they do assists us in improving future seminar deliveries.

Be sure you have an Op-Scan form titled "General Purpose Answer Sheet." Fill out the Special Codes and Student Number boxes as follows:



in columns 1-4 fill in 6305

in columns 5-6 fill in the session number

in columns 7-10 fill in your four-digit student number

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ballpoint. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

1. Which one of the following would have made today's seminar more effective? (If the seminar participants were fine, mark option four)

   1) the moderator answering the questions himself without guests
   2) more diversity of view points
   3) more discussion among the panelists
   4) the seminar participants were fine

2. The answers to the questions could have been more valuable if there had been:

   1) less discussion of theoretical aspects of the question
   2) more frequent use of specific classroom examples
   3) more direct answers to the questions
   4) less repetition in the guests answers
   5) I was very satisfied with the answers I heard

3. The seminar moderator could have been more effective if he/she had:

   1) played a more active interviewing role
   2) provided summary statements occasionally
   3) kept the seminar moving at a faster pace so more questions could be answered
   4) encouraged more discussion concerning controversial issues among panelists
   5) the moderator was acceptable as is

4. The pace of the seminar should be:

   1) much slower
   2) somewhat slower
   3) the pace was satisfactory
   4) somewhat faster
   5) much faster

5. React to the following statement: The seminar provided me with information I could practically apply in the classroom:

   1) strongly agree
   2) moderately agree
   3) neutral
   4) moderately disagree
   5) strongly disagree

6. Were there annoying distractions in the room while you were watching the television program?

   1) often
   2) sometimes
   3) seldom
   4) never

7. Did the participants at your site use the break in the seminar to write question?

   1) yes
   2) no

8. React to the following statement: The break in the seminar was useful in providing time to consider the issues addressed and discuss them with other participants:

   1) strongly agree
   2) moderately agree
   3) neutral
   4) moderately disagree
   5) strongly disagree

9. Have participants at your site submitted questions at the completion of each session for the coming seminar?

   1) yes
   2) no
   3) sometimes

10. How many questions have you personally submitted for this seminar? (This includes questions submitted at the completion of each session and during the seminar)

    1) 0
    2) 1
    3) 2-3
    4) 4-5
    5) Did not submit any for this seminar but have for others

11. Was a question from your site answered by the panel tonight?

    1) yes
    2) no
    3) sometimes

12. React to the following statement: The seminar input by telephone hook-up increased the sense of personal interaction at our site:

    1) strongly agree
    2) moderately agree
    3) neutral
    4) moderately disagree
    5) strongly disagree

Rate the following aspects of the program for their acceptability, clarity, and utility using the following scale:

1 = excellent
2 = very good
3 = good
4 = fair
5 = poor

13. First part of seminar (before break)

14. Last part of seminar (after break)

15. Overall evaluation of seminar

If you have any additional comments or suggestions concerning the seminar, please write them on the attached sheet of paper.

JP/jh/21/12/77

Tear off this page and turn in to your instructor.

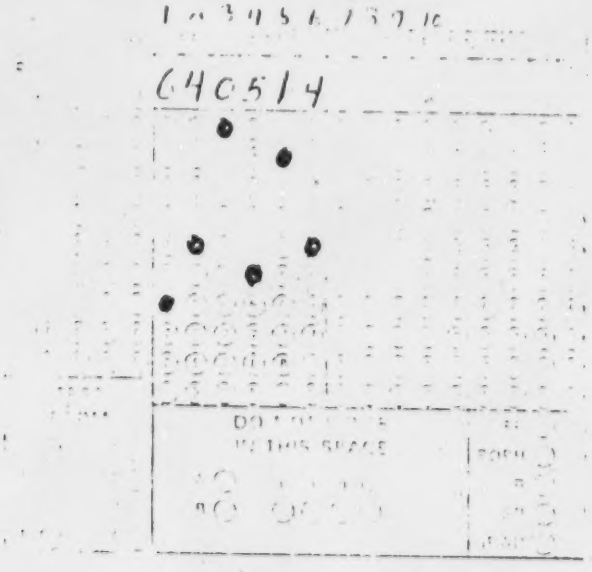
Comments on Seminar:

Appalachian Education Satellite Program
Resource Coordinating Center
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

SUMMARY EVALUATION AND ATTITUDE QUESTIONNAIRE (TYHC) #64

The purpose of this instrument is to assess your overall reaction to the course you have just completed. Your responses are confidential and do not affect your grade in the course but they do assist us in improving future seminar deliveries.

Be sure you have an Op-Scan form titled "General Purpose Answer Sheet." Fill out the Special Codes and Student Number boxes as follows:



in columns 1-6 fill in 640514

in columns 7-10 fill in your four-digit student number

Use a soft-lead (#2) pencil to mark the answer sheet -- do not use a pen or ballpoint. If you change your mind or make a mistake, be sure that you erase completely. Do not make any other marks on the answer sheet.

Rate the following six items according to the quantity of useful information you received from each as compared with a traditional instructor-taught course. Use the following scale to rate these items:

1 = excellent - received a lot more from the activity than you usually obtain from similar activities in a teacher preparation course.
2 = very good - received a little more from the activity
3 = good - received about the same amount from the activity
4 = fair - received somewhat less
5 = poor - received a lot less information from the activity

1. Pre-program preparation compared to work usually assigned in other classes prior to covering material in class.

2. Televised, interactive seminars compared to other seminars and class discussions.

3. Ancillary activities compared to class activities associated with other courses.

4. The videotaped TV programs compared to lectures usually associated with other courses.

5. Practicum assignments compared to similar activities in other courses.

6. The site monitor as an effective course leader.

Please react to items 7-21 using the following scale:

1 = Strongly agree
2 = Moderately agree
3 = Neutral
4 = Moderately disagree
5 = Strongly disagree

7. I did not feel that the technology employed in the delivery of this course made it an impersonal experience.

8. It would have been very difficult for me to get the information that was provided in this course in any other way.

9. The course presented many interesting ideas and techniques for practical application in the classroom.

10. The study guides were useful to me in reviewing the content and preparing for exams.

11. The practicum assignment was beneficial in showing me how to apply what I had learned in the classroom.

12. The group discussions helped clarify content issues and hear other points of view.

13. Talking with and listening to other students in the classroom is necessary for learning to occur.

14. Class discussion takes too much time away from the instructor.

15. Knowing what other students in class are doing makes me want to try harder.

17. Having a teacher on tdevision is like having a private tutor.

18. Having a teacher on television is too impersonal to be motivating.

19. I feel that taking a class like this on television helps me understand the materials better.

20. The teacher spent too much time giving directions.

If you took the course by cable in your home, please answer the following question using the Strongly agree to Strongly disagree scale presented above.

21. My partner never seemed to want to discuss at the same time I did. I would rather have the name and number of everybody in the class instead of one partner.

Rate the aspects of the course listed in items 22-28 according to the degree to which they were useful and informative to you. Use the following scale to rate these items:

1 = excellent
2 = very good
3 = good
4 = fair
5 = poor

22. Film-video TV programs

23. Prepared media TV programs

24. Interactive seminars

25. Reading assignments

26. Study guides

27. Group discussions

28. Practicum activities outside of class

29. Which of the following statements best reflects your attitude toward the content of seminars?
    1) Procedural issues (grading, etc.) should be addressed in the first seminar
    2) Each seminar should take a short time at the beginning for the host-instructor to answer procedural questions.
    3) Seminars should address content-related issues which are causing problems.
    4) Seminars should address content-related topics as they do now, the site monitor should handle procedural problems.

30. Which of the following seminar formats would you find most beneficial?
    1) An informal discussion by the panel addressing issues raised in participants' questions.
    2) The course instructor alone giving brief, direct answers to participants' questions.
    3) The panel giving brief, direct answers to participants' questions.
    4) The panel giving expanded answers with examples of their experiences.

31. Which of the following types of interaction do you prefer in the seminar?
    1) Panelists clarifying content previously covered in the course.
    2) Panelists providing supplementary information building on previous content.
    3) Combination of 1 and 2.
    4) Panelists presenting different points of view in a debate type format.
    5) Combination of 1, 2, and 4.

32. What effect do you think information contained in this course will have on your teaching?
    1) has little or no relevance for me in my teaching situation
    2) would like to use but probably won't be able to
    3) would like to use but don't understand enough
    4) plan to use
    5) already know or am using

For Cable viewers only:

33. Please indicate your feelings concerning calling into the studio during the programs to ask a question.
    1) Using the phone to call in questions or respond to the teacher was hard because my phone and TV set are in different rooms.
    2) I didn't call in because I couldn't think of an important enough question.
    3) I didn't call in because I felt we should be listening to the teacher, not to each other.
    4) I called in several times because I felt the teacher wanted us to share ideas with each other.

On the attached sheet of paper please list the two activities that were most helpful to you and the two that were least helpful. Please be specific, i.e., list a particular ancillary activity, assignment, reading, taped program, or seminar. Tear off this sheet and hand it in to your site monitor.

For each of the following statements mark:

1 = If you strongly agree with the statement
2 = If you moderately agree
3 = If you feel neutral
4 = If you moderately disagree
5 = If you strongly disagree

34. Speech and language stimulation activities may be incorporated in most of the curricular areas.

35. Having a handicapped child in the classroom takes too much time away from other children.

36. The speech therapist should have sole responsibility for identifying potential communication disorders.

37. Resource personnel are responsible for the handicapped child's main academic program.

38. The most effective way to carry out a classroom speech and language stimulation program is through a cooperative effort involving the classroom teacher and speech pathologist.

39. Most handicapped children require too much individualization to be placed in the regular classroom.

40. The presence of parents in the classroom constitutes a disruption of the teacher's regularly scheduled teaching activities.

41. Teaching techniques need to be selected on the basis of the child's individual characteristics and needs.

42. Through use of behavioral objectives the teacher is assured whether or not the student has mastered the material.

43. Regardless of what a teacher might do to try to change the attitudes of parents who are apathetic about their child's educational program the teacher's efforts will have little or no affect on the parents.

44. Observation of speech and language development is a technical skill which is the sole responsibility of the speech pathologist.

45. Techniques used in teaching the handicapped child are so specialized that the regular classroom teacher cannot use them with the rest of the class.

46. To serve most effectively as models for communications skill development, teachers should use an approach based on developmental milestones.

47. Parent involvement programs require too much time to plan and implement.

48. Task analysis requires too much time when one considers the student's resultant educational gains from this approach.

49. The regular classroom teacher should cover only those curricular areas not dealt with by the special educator.

50. Individualization means that the teacher works one-to-one with a child.

51. Task analysis has little or no affect on the student's ability to master an objective.

52. A handicapped child is too special to have his educational needs met in the regular classroom.

53. The arrangement of the physical environment has nothing to do with good teaching.

54. Resource personnel are not important in the educational programming of a mainstreamed handicapped child.

55. A speech and language stimulation program is too technical in nature to be carried out by a classroom teacher.

56. The knowledge of language and speech acquisition is an area of study which should be reserved for speech pathologist only.

57. The parent can provide valuable input into the development of his child's educational program.

58. Some children are just born "bad" and shouldn't be included in a regular classroom.

59. A child who is hyperactive cannot learn to sit quietly, however the child may outgrow his hyperactivity.

60. It is important to determine whether or not a child is "emotionally disturbed" before involving the child in routine classroom activities.

61. During playtime children should be left alone to allow them to develop socially at their own pace.

62. For a child who is overly aggressive it is important to just help the child overcome his agression before helping him to develop appropriate social responses.

COMMENTS

Two activities that were most helpful:

Two that were least helpful:

Other Comments:

Please tear this sheet off and hand it in to your instructor.

Appalachian Education Satellite Program
Resource Coordinating Center
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

EQUIPMENT REPORT AND STUDENT SATISFACTION FORM (TYHC) #66

Program # _____ Site # _____ Date _____

Local Time: starting _____ ending _____

If you have any equipment problems, please describe them on the back. If the problem involves the TV,VTR, teletype, phone line, or cable system, please complete the AESP Trouble Log.

HP Receiver signal strength _____ Azimuth reading _____

Elevation reading _____

Please circle the appropriate response using the criteria outlined in the Site Coordinator's Manual: Remember to use the correct sequence in columns one and two as described in the manual.

Audio Signal		Audio Signal		Video Signal	
TV Audio		VHF		TV Video	
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
				4	4
				5	5
___ go		___ go		___ go	
___ no go		___ no go		___ no go	

Rate your perception of students' satisfaction with the following activities in today's class:

Taped Program	Live Seminar	Ancillary Activities
___ excellent	___ excellent	___ excellent
___ very good	___ very good	___ very good
___ good	___ good	___ good
___ fair	___ fair	___ fair
___ poor	___ poor	___ poor

Comments:

1. Were the procedures for the ancillary activities understandable to you and the students?

___ definitely yes; no problems were encountered

___ somewhat; a few minor procedural problems

___ definitely no; was confusion over ancillary activities

___ were unable to complete ancillary activities

Please comment on problems encountered:

2. Were the procedures for completing evaluation instruments clear to you and the students?

___ definitely yes; no problems encountered

___ somewhat; a few minor procedural problems

___ definitely no; was confusion over instruments

___ participants were unable to complete instruments

Please comment on problems encountered:

For Seminar Days only

1. How many questions were sent in from your site? _____

2. Did you transmit questions individually as they were generated ___ or in groups ___? (Check appropriate category) If questions were grouped, what was the usual number of questions in a group? ___

For Ancillary Sites:

3. How many times were you interrupted by a busy signal when attempting to transmit questions to the main site?

4. How long did it take to transmit the questions to the main site? _____

On the back of this page write the reactions and suggestions made by the students about today's activities. Include any suggestions, special problems, or requests that you might have.

JF/mt/12/21/77

Appalachian Education Satellite Program
Resource Coordinating Center
Evaluation Component
302 Bradley Hall, University of Kentucky
Lexington, Kentucky 40506

SUMMATIVE REPORT FORM (TYHC) #67

Name: _____ Site: _____

Rate the overall quality of the following activities, in each of the four categories. Use the following 5-point scale:

1 - excellent in that category
2 - very good
3 - good
4 - fair
5 - poor

Place a number in each box.

		Overall Rating	Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
1.	Film-Video Mix					

Comment on your ratings and suggest improvements in the materials and procedures.

_____

_____

_____

_____

		Overall Rating	Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
2.	Prepared Media					

Comment on your ratings and suggest improvements in the materials and procedures.

_____

_____

_____

_____

	Overall Rating	Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
3. Televised Seminars					

Comment on your ratings and suggest improvements in the materials and procedures.

	Overall Rating	Content	Quality of Presentation	Student Reaction	Relation to other Unit Activities
4. Ancillary Activities					

Comment on your ratings and suggest improvements in the materials and procedures.

JF/mt/12/21/77